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ABSTRACT

The handbook outlines a course of study in social studies on the kindergarten level. The overall course objective is to teach children that people everywhere have certain basic needs and wants, and that how people meet these needs depends upon their environment and cultural level. Questioning techniques are used throughout the course. Questions are provided which develop student thinking competencies such as observing and data gathering, analysis, synthesis, prediction, and value-seeking. Suggested learning activities include drama or role-playing, games, art activities, and discussion. Among the topics treated are the following: food, clothing, occupations, study of how people live around the world, community helpers, animals, and ecology. Course objectives, instructional materials needed to meet objectives, teaching strategies, class activities, and evaluation criteria are provided for each topic. (RM)

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FOREWORD

A primary purpose of *PROJECT COORDINATION* is to reduce the duplication of effort made by school districts in establishing major goals and instructional objectives for learners. Four task forces, representative of the six districts in Ventura County participating in *CESAA PROJECT EVALUATION*, were organized in January, 1971, to consider goals in mathematics, reading, language arts and social studies, and to develop performance objectives for these goals.

The Social Studies Handbooks, or guides, are the third set of publications produced by a task force team. Each grade level, K-8, will be bound individually and is designed to serve as a guide and reference material for teachers. One *MAIN or ORGANIZING IDEA* is developed in considerable detail, with other ideas merely suggested (the limitation of time did not permit more than this). This handbook not only suggests objectives and evaluation, but also outlines teaching strategies and materials needed to meet the objectives.

A special note of appreciation is extended to the teachers and administrators on the Social Studies Task Force for the many hours of time they expended to complete this document.

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The Social Studies program for children at the K-2 grade level is focused on the essential characteristics of man and human society: or *MANKIND: MAN'S DISTINCTIVE CHARACTERISTICS.*

In our rapidly changing society in the seventies it is no longer sufficient to impart knowledge of the world as it is or as it was, or to have students grapple with current social programs. Students need to develop thinking competencies needed to deal with the different realities and problems of the future as well as understanding the realities and problems of today.

Society is changing and will continue to change rapidly, but the ways in which people seek to understand it will remain much more constant. With this in mind, we have tried to indicate teaching strategies that will equip children with tools that will help them to continue to develop new concepts and change existing ones as they inquire about their world, past, present or future.

The types of questions asked determine the level of thinking involved in the response:

What happened?
How was it done? (Observing and data gathering)
Did anything else happen?

What made this a problem?
Is there anything else we ought to remember? (Analysis)
What about other people?

What do you think was the biggest problem? (Synthesis)

What might they have done? (Prediction)
What would have probably happened if they did?

What difference does it make?
Who cares what they did? (Value-Seeking)

NOTES TO TEACHERS

Following are listed the levels of understanding according to *BLOOMS' TAXONOMY* in the cognitive and affective domains:

COGNITIVE DOMAIN AND VERB INFINITIVES

knowledge	to define, to distinguish, to know, to identify, to recall, to recognize, to be conscious of, to match, to memorize, to listen for
comprehension	to translate, to transform, to illustrate, to change, to restate, to interpret, to rearrange, to demonstrate, to name (label), to explain, to express
application	to apply, to generalize, to choose, to organize, to use, to transfer, to restructure, to classify, to order (arrange in sequence), to dramatize, to illustrate.
analysis	to discriminate, to categorize, to perceive, to deduce, to analyze, to compare, to describe, to differentiate, to diagram
synthesis	to write, to produce, to create, to originate, to design, to modify, to develop, to formulate, to construct, to compose, to plan, to manipulate
evaluation	to judge, to evaluate, to appraise, to consider, to weigh, to rate

AFFECTIVE DOMAIN AND VERB INFINITIVES

receiving	to accept, to share, to listen
responding	to approve, to volunteer, to applaud, to spend leisure time in, to acclaim
valuing	to increase measured proficiency in, to support, to debate, to argue, to choose
organization	to discuss, to abstract, to define, to formulate
characterization by value	to revise, to change, to complete, to be rated high by peers in, to be rated high by teacher in, to resolve

NOTES TO TEACHERS

SOME SOCIAL STUDIES TERMS DEFINED AND/OR CLARIFIED:

Main Idea	People provide for their basic needs in different ways.
Change	Change is a condition of human society; societies rise and fall; value systems improve or deteriorate, the tempo of change varies with cultures and periods of history.
Basic Human Needs	Through all time and in all regions of the world, man has worked to meet common basic human needs and to satisfy common desires and aspirations.
Interdependence	Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group cooperation in meeting individual and societal needs.
Effects of Culture	The culture under which an individual is reared and the social group to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting.
Man and Environment	One of the factors affecting man's mode of life is his natural environment. Weather and climate and regional differences in land forms, soils, drainage, and natural vegetation largely influence the relative density of population in the various regions of the world.

NOTES TO TEACHERS

SOME MORE DEFINITIONS:

Generalization

A generalization might be defined as a statement with wide applicability in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The generalizations in the curriculum are statements about human behavior which are selected because of their wide applicability in an area of inquiry.

Organizing Idea or MAIN IDEA

In this curriculum the term *ORGANIZING IDEA or MAIN IDEA* is used on an idea which is an example of the relationships stated in the generalization, and around which the content sample and the teaching learning activities are organized.

Supporting Ideas

Supporting Ideas are conclusions that children reach on their way to arriving at the generalization.

Concept Words and Concepts

A concept is a one-word idea understood at varying levels.

Inferring

Inferring refers to the task which requires students to go outside collected data, interpret, infer and generalize about data. Thru carefully organized question sequences students are asked to compare and contrast data they have previously collected, formulate inferences on the basis of these data and state a generalization they feel is warranted (see framework).

NOTES TO TEACHERS

Generalizations	Concepts & Settings	Evaluation
PEOPLE ARE DIFFERENT IN SOME WAYS AND ALIKE IN OTHERS. In gaining awareness of the resemblance in physical features, children perceive that there are more likenesses than differences in the human features. They continue the long road toward valuing the oneness of mankind; at the same time, they come to value uniqueness in each other.	Physical Size Likeness Difference Colors Shapes SETTINGS *Children in the classroom* *Children on the playground* *People at home* *Other children and families around the world*	The children will be able to list a number of physical characteristics that they hold in common with .classmates .family members .other children around the world The children will be able to enumerate a number of differences among the .children in the class .family .other children around the world

A. The kindergarten social studies program is so much a part of everything we do in the classroom, that it is essential to integrate many other activities into the program. The following are examples of what should be included in this unit on *PEOPLE*.

READING READINESS: *Children can start the very first day of school with their own name on a large card. As their names are shown, help them recognize them written in proper form. Use the many opportunities to extend the learning of the social studies unit. How are our names alike? How are they different? Why is your name special? Why did you receive the name that you did? How is your name different from a child's name in another country? Do some of you have last names which might be found in another country?*

COLORS: *As children are grouped in the room, there will always be some grouping according to color of clothing. Use this opportunity to talk about the colors and even show them the color words. Some children may be ready to learn the color words if put on large cards and made available to them. Sometimes the same color could be pasted on the other side of the color words and the children interested could explore on their own during work period.*

VOCABULARY: *Many words can be used and explored as the children compare how they are alike. (tall, short, large, small, in front, behind, beside, top, bottom, etc.)*

BODY IMAGE: *As the children compare likenesses in each other, they will become aware of their own bodies. Have the children draw pictures early in the year to see what their body image is. These are good to keep and compare to see how the children are progressing. Use many games, songs, poems, fingerplays and the mirror to extend this area of readiness. Body rhythms started early in the year help to create an awareness of what their bodies can do and enhances the image of the child.*

MATH: *(Sizes and Shapes) As children are grouped in the classroom, they can count how many in the group and match with a numeral. ORDINALS: Who was chosen first? Who is the second in the group. etc. EVEN AND ODD GROUPS: Do the groups have the same number of children in them? Are the groups equal?*

NOTES TO TEACHERS

A.

MAIN IDEA: People everywhere have certain basic needs and wants; how they meet these needs depends upon their environment and cultural level.

FRAMEWORK STATEMENT: Man's Distinctive Characteristics. How are people alike and how are they different?

OBJECTIVE: *The children are able to compare and contrast the physical likenesses in their classmates and the people in the world around them, and the differences of all man.*

Learning Activities and Teaching Strategies	Materials
Compare and contrast the differences and similarities among their classmates.	*Several loops of yarn*
Have the children hang loops around the necks of children who are alike or different in some way. Have the children tell why.	*Pictures of children around the world.*
Compare and group the children in the room who are alike in some way. Have the children name the groups of children. Grouping ideas may be superficial at first, but as they observe each other they become aware of more in-depth ideas.	*Stories about children around the world.*
Compare and group the children in the room who are different in some way (ex. *different color of hair*).	*Books about members of the family group that tell something about what they do.*
Have the children look at each other in their different groups and see that though they may have different color hair, they can find ways in which they are alike.	*Dress-up clothes for dramatic play.*
DRAMATIC OR ROLE-PLAYING	*The home center in the classroom. This can be a new approach to the introduction of the home in the classroom.*
Have the children dress up or pretend that they are mommie. *How are you like your mommie and how are you different?*	*Films and filmstrips about children in other parts of the world.*
Let's pretend you are a daddy. *How are you like daddy and how are you different? Why are you different from your Mom and Dad?*	*The Earth, Home of People, Picture 1 page 6*
Pretend that they are their grandparents and have them relate differences and similarities and why.	
This can be done with older brothers and sisters as well as the baby.	

Generalizations	Concepts & Settings	Evaluation
PEOPLE EVERYWHERE HAVE CERTAIN BASIC NEEDS AND ONE OF THESE IS FOR FOOD. DIFFERENT PLACES IN THE WORLD GROW DIFFERENT KINDS OF FOODS. FOODS ARE PREPARED IN DIFFERENT WAYS FOR A VARIETY OF REASONS. DIFFERENT COMMUNITY WORKERS ARE CONNECTED WITH SUPPLYING MAN'S NEED FOR FOOD. MARKETS ARE NECESSARY TO THE SUPPLYING OF FOOD.	Food Variety in foods Groups of foods Workers Processing Taste Balanced meal Market <u>Setting</u> *Classroom and the kinds of food children bring for snacks.* *Home and the kinds of foods eaten at home.* *Other children around the world and the food they eat.* *Our picture set uses a child from Alaska and a child from the southwest*	The children are able to give the reason for the need for food. .satisfy hunger .health needs They are able to list reasons for the variety of food used and the preparation by all people around the world. .availability .tradition .likes and dislikes .special days

B. People everywhere have certain basic needs. As the children discover how food needs are alike, there will be many opportunities to develop readiness skills in reading as well as math, science and health, and an awareness of the many community helpers that contribute to our need for food.

READINESS: *CONCEPT DEVELOPMENT, LISTING, GROUPING, LABELING AND SUBSUMING*
Have the children list all of the fruits and vegetables that they can think of. They can bring in a great variety of plastic food and these can be arranged and re-arranged into many groups according to size, shape, color and eventually into fruits and vegetables. They can also be grouped as those that grow below and above the ground, etc. A flannel board grouping can be used and also peg boards with pictures, but always should be something that the children can manipulate. The children can draw pictures of the fruits and vegetables they have listed and these can be used on a chart. After having a variety of foods, ask them, "Which of these foods could you put together because they are alike in some way?" When they have come up with a group, ask them why, and be sure that they continue to put foods into that group for the same reason. After they have formed their groups, have them choose a name or label for the group. This can be done as they choose their groups. When they have formed and labeled their groups, then see if the class has the maturity to progress to the next step (called subsuming). This cannot all be done in one day for kindergarten children, so keep groups in a place where they will not be disturbed and return to it over several days.

SUBSUMING *is the next step and, in a relaxed situation, kindergarten children can do this very well. After they have had sufficient time to group and label and to observe what they have done, then have them look at their groups and ask, "Can you see something under one group that you could put under another group?" Perhaps they have a group of "Fruits that are Round," an apple in that group might also go under a group of "Foods that are Red." Children will often see many associations that we as teachers have not even discovered. It's always better not to reject a child's answer, but rather ask him if his choice fits because of the reason that the grouping was made. If a child insists on putting something into a group that does not relate, let him do it and take note that this might be an area to study at another time in order to create a better understanding.*

NOTES TO TEACHERS

Prediction can also be used in this unit.

Children are often amazing for the interesting things that they can predict about a situation. An example could be:

A. *What would happen if you went to Alaska and had to eat what the Eskimo boy does?*

B. *What would happen if the Eskimo boy came to your house and had to eat your food?*

C. *What would happen if we couldn't taste our food?*

D. *What might happen if we could not smell the things that we eat?*

Cause and Effect Discussions can also be used in this unit.

Cause	Effect
Why does the family in Alaska have to get food the way it does?	How is their family life different because of the way that they have to get their food?

LANGUAGE DEVELOPMENT: *Have a variety of pictures of food. Have one child hold a picture so that he cannot see the picture. The rest of the class can give him hints about the picture without telling him what it is. The child holding the picture can ask the class questions about what is in the picture. Both sentence and questions can be developed in this activity.*

NOTES TO TEACHERS

B.

MAIN IDEA: People everywhere have certain basic needs and wants: How they meet these needs depends upon their environment and cultural level.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics. One of man's basic needs is food.

OBJECTIVE: *The children will be able to tell why food is a basic need. They will be able to enumerate a variety of foods and group them.*

Learning Activities and Teaching Strategies	Materials
List all of the children's favorite foods Compare those that are alike and discuss why we like certain foods. *How do we fix food in different ways to make it taste different?*	*Cabbage or carrots or any vegetable that the children can taste before and after cooking.*
Explore what other children eat around the world. Compare the differences and the likenesses. Discuss why there are differences.	*Glass pan for cooking so children can see the change in food*
Invite a baker, milk man or someone connected with food to come in and talk with the children.	*Pictures, books, films about community helpers that help us to get food.*
COMMUNITY HELPERS can be introduced here. Try having the children develop these questions: *What are some of the ways that we get food? What are some of the ways the Eskimo gets his food? Compare. Who are the different people that help us with our food?*	*Field trip to a market*
SCIENCE: Discuss and demonstrate how we taste different things. Blindfold the children and have them taste something and describe what it is. Introduce words such as *sweet, sour, salty, bitter* and show where we taste these things on our tongue. Have the children explore with *pretzels, candy, lemons, etc.*	*This might be a good time to set up a store in the classroom.*
HEALTH: Discuss what foods children eat that are helping foods and those which are not.	*The Earth, Home of People, Picture 2, page 8*
Children can draw or cut out pictures and group them as to helping foods and foods that don't help. Make a chart showing what is good to bring for lunch, eat for breakfast, lunch, etc.	
READINESS ACTIVITIES: See Notes to Teachers	

Generalizations	Concepts & Settings	Evaluation
PEOPLE EVERYWHERE HAVE CERTAIN BASIC NEEDS AND ONE OF THEM IS CLOTHING. People use materials available to them to protect against weather, to satisfy tradition and taste, and that which is appropriate to the job in which worker is engaged.	Clothing *Setting* *Weather:* *Hot* *Cold* *Wet* *Clothes:* *Dry* *Play* *Sleeping* *Party* *Clothes of other people around the world.*	The children are able to list and group a variety of clothes. The children can enumerate a variety of reasons for the difference in clothes. .climate .tradition .taste .occupation The children are able to compare and contrast the differences between their clothes and children's clothes from other countries.

C. As the kindergarten social studies program continues to be integrated with other activities, here are a few ideas to use as you work with clothing. This area offers a lot of opportunity for language development as children continue the process of describing.

READING READINESS: The children can continue to observe likeness and difference as they compare and contrast what they have on.

Possible questions could be, *"What things do we need on clothes to help us to put them on and take them off?" "Do children in other countries have the same things on their clothes? "What could we use in place of snaps, buttons, zippers, etc.?*

VOCABULARY: Perhaps you might want to go into words such as *plaids, checks, stripes, prints, etc. or cotton, wool, nylon, silk, etc.*

MATH: *Explore the many opportunities to use groups and count. How many buttons? How many children have sweaters, skirts, shirts, etc.?*

SCIENCE: This is a good area to bring in feeling. Develop a unit on how we feel and how differently the things that we wear feel. Have a surprise box where children can feel a new kind of material each day. Coordinate this with Math and have a number of objects that children can feel and count.

Introduce new vocabulary with this, *HOT, COLD, WET, DRY, HEAVY, LIGHT, HARD, SOFT, ETC.*

Make a chart of materials that match the groups of clothing that you have put together, such as *material for cold weather, etc.*

HEALTH: This is a good time to bring in what clothing does to protect us and keep us healthy.

NOTES TO TEACHERS

C.

MAIN IDEA: People everywhere have certain basic needs and wants: How they meet these needs depends upon their environment and cultural level.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics. Man's covering depends on availability, need, and taste.

OBJECTIVE: *Children will be able to list a variety of materials used for clothing and group them in a variety of ways according to sources of material, uses of materials, needs, and occupations or activities engaged in.*

Learning Activities and Teaching Strategies	Materials
DISCUSSION, OBSERVATION, CONCLUSIONS *Have you ever gone swimming?* *What did you wear?* *Would you wear this all the time?* Discuss what kinds of clothes we wear and the reasons for wearing certain clothes. Grouping: Have children group a wide variety of clothes according to how and when they would be used. Have the children tell the class why they think these clothes should be used together. *(See Settings for examples.)* Example: Use paper dolls. Take a good set of paper dolls and glue them to pellon. They will then stick to a flannel board and the children can group them there. You can put flannel or pellon on the back of the doll also and use it on the board. If you want the clothes to stick to the doll you will have to glue a piece of flannel to the front of the doll and then the pellon will adhere to it. *This is a way of varying the grouping and labeling and it is very appealing to the children. They will not be aware that you are reinforcing a previously learned skill.* COMMUNITY HELPERS: Name something that you are wearing that you made yourself. *Where did you get it? Who made it?* This could lead into a discussion and follow-up related to HELPERS that contribute to our clothing. HEALTH, SCIENCE, READINESS *(See Notes to Teachers)*	*Catalogs, drawings, magazines, flannel cut-outs.* *Paper dolls and clothes glued to pellon* *Pictures of children around the world.* *The Earth Home of People, Picture and lesson, picture 4, page 12*

Generalizations	Concepts & Settings	Evaluation
PEOPLE EVERYWHERE HAVE CERTAIN BASIC NEEDS, ONE OF WHICH IS SHELTER. PEOPLE USE MATERIALS AVAILABLE TO THEM IN MAKING A SHELTER. CLIMATE DETERMINES KIND OF SHELTER PEOPLE USE IN DIFFERENT AREAS. IN TECHNOLOGICAL SOCIETY, MANY DIFFERENT WORKERS ARE NEEDED TO PROVIDE THE KIND OF SHELTER DESIRED. PEOPLE CHOOSE HOMES ACCORDING TO LIFE STYLE.	Shelter Maps Variety in homes .size & number of rooms .material used .proximity to each other Workers in home building .carpenter .electrician .plumber Furniture *SETTING* *Homes in the community* *Homes in other countries (Africa)* *House in the process of being built*	The children can state reasons for houses being built differently around the world. They can discuss different ways these houses are built. They can make predictions. They can list a variety of people that are necessary to building a house in the United States. They can compare this to a house being built in Africa.

READINESS: This is a good time to bring in map study and to learn where children live in their town. They could make a map of their neighborhood with their house located on the map, when they have learned their address.

Have pictures of houses in various stages of being built and have the children put them into sequence.

MATH: How many people live in your house?

ORDINALS: Who came first in the family? Who is the first one that lives on your street? Right and left side of the street?

SAFETY: Safety rules for keeping safe in our houses. Walking around the streets in your neighborhood.

D.

FRAMEWORK STATEMENT: How man shelters himself depends upon need, availability of materials and technology of his society.

MAIN IDEA: People everywhere have certain basic needs and wants: How they meet these needs depends upon their environment and culture level.

OBJECTIVE: *The children can discuss and give reasons for the differences in shelters (or homes) and why they are a basic need.*

Learning Activities and Teaching Strategies	Materials
DISCUSSION AND INQUIRY: *What would you find inside this house?* *How did these things get into the house?* *What do we need a house for?* *Does everybody live in houses like ours?* *Why don't they?* Compare it to the house being built in Africa. Picture 4 Compare the different kinds of dwellings in our country. (*apartments, trailers, large houses, small houses*) Contrast this to dwellings around the world and discuss why they may have houses built differently and of different materials. PREDICTION: What would happen if a large family lived in a small trailer? etc. COMMUNITY HELPERS: *Who made the things in your house?* *How many things in your home did you make?* Discuss some of the people that we need to build our houses. Compare this to the people that are needed to build a home in Africa. Have the children make predictions about putting people in different houses in a different country. *American to African* *African to American*	*A model of a house or a small doll house.* *A picture of a house could be used also.* *Books, films, filmstrips, pictures that show how people about the world find shelter.* *Pictures of different dwellings in the United States.* *Pictures of community helpers that help in house building* *plumber* *electrician* *carpenter* *cement layer* *etc.* *The Earth Home of People, Picture 4, page 12*

Generalizations	Concepts & Settings	Evaluation
PEOPLE EVERYWHERE HAVE CERTAIN BASIC NEEDS AMONG WHICH IS A FAMILY STRUCTURE TO PROTECT THE YOUNG. THE FAMILY STRUCTURE IS SUPPORTED BY SPECIAL WORKERS.	Parental Care: .Long period of infancy .danger .illness . weather Protection: .Health habits . Workers: Dentist Fireman Nurse Doctor SETTING *The families with younger children.*	The children are able to list a number of reasons why they need parents to care for them when they are young. The children are able to discuss ways in which people protect themselves.

This could be compared to how animals protect themselves, which will be discussed in the next unit.

You might be able to get some information on ways people protect themselves around the world that is different from the way that we do.

E.

MAIN IDEA: People everywhere have certain basic needs and wants: How they meet these needs depends upon their environment and cultural level.

FRAMEWORK STATEMENT: How the family is organized because of the prolonged infancy and dependency of man.

OBJECTIVE: *The children are able to tell why babies and young children need parental care. The children will be able to list a number of ways that we as people protect ourselves and contrast this to the ways that other people protect themselves.*

Learning Activities and Teaching Strategies	Materials
Have you heard people say that babies are helpless? *What does that mean?* *What do babies need?* *What did you need when you were a baby?* Discuss some of the things that children still need help with. Have the children bring in pictures of when they were a baby. They can share these with their classmates and tell about the things that they needed someone to do for them that they can do for themselves now. We protect our teeth by brushing them. A unit about Dental Health could be put in here. Discuss how we protect ourselves against the weather. Refer to sections on clothing and shelter (pages 12 and 13). Discuss community helpers that help us in time of danger. The children could write a class letter inviting one of the community helpers to visit the classroom. Field trip to the Fire Station Field trip to the Dentist Office	*Children's baby pictures* *Record about babies* *Voices of Creatures* *page 70* *Pictures of* *Police* *Fireman* *Doctor* *Nurse* *Dentist* *Etc.* *Voices of Creatures* *pages 62-80*

Generalizations	Concepts & Settings	Evaluation
ALL CREATURES ARE ALIKE IN SOME WAYS AND DIFFERENT IN OTHERS	Size Shape Color etc. SETTING *General classification of all the animals that the children can think of.*	The children are able to list a variety of animals. They are able to group them according to similarities. They are able to list ways that animals are different and give their reasons for listing them in that way. They are able to regroup and put an animal from one group into another group.

CONCEPT DEVELOPMENT: The process of listing animals may take several days and it would be ideal if pictures could be found for all the animals listed. These pictures help children remember the animals they suggested for the list. You can encourage thinking about new animals by reading stories of animals children had not thought of. This seems a better way than telling children of animals they have forgotten about.

The next step might be grouping by likeness. If pictures are on flannel or pegboard, children can move them about and group and regroup by themselves, beginning with very obvious size, color, etc.

As their knowledge is enriched with stories, then they will begin to group according to animal groups, places animals are found, etc. Whatever way they group, use your imagination to progress on to other learning strategies.

After children have made groups, have them give names to their groups. This may be done while they are making them.

Now they are ready to regroup. Have children look at the groups they have made and have them select one member of one group that might fit in another group (remember subsuming?).

INTERPRETATION: The interpretation of the data from the groups and information that the children have come up with, might result in discussion of <u>likenesses</u> and <u>differences</u>.

The cause and effect of the difference between different groups of animals (such as farm animals and zoo animals) and the things that happen because of these differences, would be brought out by following the question sequence and interpretation of data in the teaching strategy.

Application of GENERALIZATION might result from the decision that certain animals are suited to certain areas because of climate. We then could move on to PREDICTING:

NOTES TO TEACHERS

PREDICTING:

What would happen if the Polar Bear were put in the desert?
What would happen to the Koala Bear in the zoo if there were no eucalyptus trees?
What would the zoo have to do to keep the Koala Bear?

These are only examples of the many comparisons and inferences and predictions that children can make about specific animals or subjects chosen to study. It is important to talk about animals that the children can relate to best. They also may be exposed to certain animals or animal groups that would make this study more applicable to them, such as ANIMALS IN CALIFORNIA AS COMPARED TO ANIMALS IN A NORTHERN STATE to compare the adaptation each has to make.

Another approach might be to compare Ventura County animals with some unusual pet within the attendance area.

Still another group that might be explored is the different pets that children have in different parts of the world. This could be correlated with the study of the likenesses and differences of children in certain areas. Perhaps children also might find that certain animals have been important in the development of a country.

F.

MAIN IDEA: People everywhere have certain basic needs and wants: How they meet these needs depends upon their environment and cultural level.

FRAMEWORK STATEMENT: How animals have basic needs as does man.

OBJECTIVE: *The children are able to discuss the basic needs of animals and compare them to the basic needs of man. The children are able to contrast the likeness and difference in animals and group them accordingly.*

Learning Activities and Teaching Strategies	Materials
Make a listing of all the animals children car think of. Bring pictures of animals cut out of magazines or drawn, to be pasted on cards for animal bulletin board. Use a variety of art activities in connection with this study of animals. Read animal stories about animals listed, or not listed. Have children group animals in a variety of ways. Name groups. Regroup Interpretation of data *(See Notes to Teachers)* *How is this group like that group?* *How is the group different from that group? e.g.,* *How are the farm animals different from animals in the zoo?* *What has caused the difference?*	*Enrich by:* *Films* *Books* *Pictures* *Encourage children to bring in pictures of animals and books to share where they can tell about some animal.* *Enrich with:* *Stories about the farm, zoo, circus, pets, animals from cold and hot areas, mammals, reptiles, birds, etc.* *References:* *Voices of Creatures, page 86* *All creatures have distinctive characteristics, Voices of Creatures, page 84*

Generalizations	Concepts & Settings	Evaluation
ALL CREATURES HAVE BASIC NEEDS. THESE NEEDS INCLUDE SHELTER, COVERING, FOOD, CARE AND PROTECTION.	Shelter Covering (clothing) Food Some need parental care Protection SETTING *Animals that the children are familiar with.*	The children are able to list the basic needs of an animal and to give examples of how different animals meet these needs. They are able to compare these needs to the needs of man. The children are able to give examples of how our nature is kept in balance by all creatures. They are able to state reasons why we need to protect animals and explore ways that they can help.

G.

MAIN IDEA: People everywhere have certain basic needs and wants: How they meet these needs depends upon their environment and cultural level.

FRAMEWORK STATEMENT: Man and animals have same basic needs, but they are met in different ways.

OBJECTIVES: *The children are able to list the basic needs of all animals and compare them to the basic needs of man.*

Learning Activities and Teaching Strategies	Materials
The animals can be discussed and compared in the same manner as in previous discussions. *How do animals provide shelter for themselves? What different kinds of homes do they build or find? Which animals build and which animals find homes?* *What kind of coverings do animals have and why do they need them? Why are they different? What happens to the coats of animals when the seasons change? What do humans do when the seasons change?* Good groupings can be made with this. Compare to people. (Refer to Clothing Unit, page 12) *Where do animals get food? What kinds of food do they eat? What animals eat food that is alike? Why do some animals eat the food that they do? How do animals help and hurt us by the foods they eat?* *What ways do animals have of protecting themselves? What way can we protect animals? Why do we need animals?* Make a chart showing the different foods that animals eat and putting animals into groups. Have the children explore the BALANCE IN NATURE. This might be a good time to go into pets and how children should meet the needs of the animals that they have in their homes. PARENTAL CARE: The children can list and compare the animals whose parents care for them after birth. They can have a variety of animals in the classroom that they can observe. Rats are an excellent example of animals that need a lot of care after birth. Guppies show how parents care nothing for their offspring. Guinea Pigs are an example of animals that are partially able to care for themselves after birth.	*Have pictures or examples of the different homes that animals have.* *This would be a good place to discuss birds and have different nests for the children to compare for size, what they are made of and why the birds use the materials that they do, etc.* *This is a good place to develop a unit on ECOLOGY* *Books* *Songs* *Films* *Stories* *Flannel Board materials that can be used for many readiness skills and reinforce all areas with games and riddles, etc.* *Voices of Creatures, pages 62, 64, 66, 68, 70*

Generalizations	Concepts & Settings	Evaluation
PEOPLE LEARN IN MANY DIFFERENT WAYS AND IN MANY DIFFERENT SITUATIONS	Observation Exploring *SETTING* *Family* *Classroom* *The World* *and Outer Space*	The children are able to list a number of things that they learn by observation. The children are able to draw pictures of things that they learn at home and at school. They are able to distinguish between the things that they learn at home and the things they learn at school. They are able to compare groups and the various things that they learn.

This would be a good time to develop a unit on EYES and how we see.

Discuss how our eyes are made and how they help us learn.

List the kinds of things that we can see with our eyes, (color, size, shape, distance, etc.)

Play games with the children where they describe an object to another child and see if the children can guess what it is.

Put objects on the flannel board. Remove or add a number of objects and have the children tell you what you took off or added. They can also do this with numbers and can tell how many were removed, or how many were added.

Show children outlines of things and have them guess what they are.

Our eyes tell what things are by form.

There are many things to do with this area. Use your imagination and what you have available.

NOTES TO TEACHERS

H.

FRAMEWORK STATEMENT: How the young of the species learn or are taught.

MAIN IDEA: People depend upon each other for satisfaction of basic needs; the more complex these needs, the more interdependent people become.

OBJECTIVE: *The children will discuss and analyze how they learn in their family and peer groups.*

Learning Activities and Teaching Strategies	Materials
Show pictures of children doing many different things. *Ask the children if they know how to do any of the things.* *Who taught them?* *How did you learn?*	*The Earth Home of People, Picture 6, page 16* *The Earth Home of People, Picture 7, page 18*
Discuss the picture of the African child. Compare what the African child is learning to the kinds of things that children in our class learn.	
Make a chart of things that they learn at home and the things they learn at school	*Pictures of people and children doing various things.*
Draw pictures of things that you learn at school and things that you learn at home, and make a board.	
COMPARISON: Compare what you learn with other people and children. (Example -- *City children* — *Farm children* *Why do they learn different things?* *Older children* — *Babies* *American child* — *African child*	*Film about Eyes* *Films about what children learn in other lands.* *Books about what other children learn.*
Discuss what people have explored and learned and compare it to: *Other countries* *Another period of time* *Scientific discoveries about disease, such as, control of, invention of labor-saving devices, etc.* *You might discuss the positive and negative effects of some of the things that we discover.*	
Show pictures of your area and the world that show comparison of how it used to look and how it looks today.	
Discuss why we have invented and made changes. *What has happened because of it? What new things are happening around where you live?* You might have someone come in and tell how your area has changed.	

Generalizations	Concepts & Settings	Evaluation
PEOPLE LEARN IN MANY DIFFERENT WAYS AND HAVE SPECIAL ABILITIES OR APTITUDES. HOW THESE SPECIAL ABILITIES ARE USED DEPENDS ON: .training .culture .individual attitude .ability to communicate with other individuals	Special abilities Communication Recreation SETTING *Children in the* *.class* *.school* *People in the community* *People who entertain on TV, or in other places children attend.* *Facial expression* *Physical movement* *Wordless exclamation* *Language* *Expression in art, music, dance, etc.* *School* *Home* *Seasonal* *Other children around the world*	The children are able to list abilities that some people have. They are able to tell how a person must develop these abilities. The children are able to show different ways of communication with others. The children are able to list a number of things that they learn through recreation. They are able to compare different types of play.

This would be a good time to explore the areas of ART, MUSIC AND DANCE, *to demonstrate* HOW WE COMMUNICATE WITHOUT TALKING.

Have children draw pictures to music to show that we often do not receive the same communication, but that this is the way that it should be.

Different aspects of things may interest and impress different people.

I.

FRAMEWORK STATEMENT: How man uses special abilities; man's need to communicate.

MAIN IDEA: People depend upon each other for satisfaction of basic needs. The more complex these needs, the more interdependent people become.

OBJECTIVE: *The children will be able to discuss the special ability that some people have, and how they use these special abilities. The children will demonstrate ways that they communicate.*

Learning Activities and Teaching Strategies	Materials
Show the picture of the acrobat and discuss how he learned to do his act. *Could any one do this?* Discuss other things that people do that are hard for some people to learn and easy for others. Discuss how a person develops a special ability.	*Earth, Home of People, page 20, picture 8* *Use other pictures in this series that show people learning in various ways.*
Invite some of the children in the school to come in and demonstrate something they have learned to do *(dance, sing, etc.)*	
Have an art show. Have a race or outdoor competition in which the boys can compete.	
Discuss each of these areas and have the children demonstrate a feeling without saying anything to see if the other children can guess how they feel.	*Earth, Home of People, pictures 9 and 10* *Pictures of people showing different feelings, and have the children describe what is happening.*
Discuss and develop the two pictures in the series. Use some of the discussion techniques we have discussed before. There are many excellent ideas in the teacher's guides to explore.	
How do you learn from play? Develop the lesson plans in the teacher's guide.	*Earth, Home of People, page 26, picture 11*
Compare classroom children's games to the games that children play in different countries.	*Pictures and stories of play around the world.*
Compare the games that children play at different times of the year.	*Art prints*
Discuss games that may be associated with a holiday for them and other ethnic groups.	*Music of many kinds* *Rhythm records* *Rhythm*
Discuss picture 2 and compare the opportunity for play that may differ with environment and country.	
Learn a game that a child plays in another country.	

Generalizations	Concepts & Settings	Evaluation
WORK IS REQUIRED IN A SOCIETY FOR ITS MEMBERS TO BE SUPPLIED WITH THE BASIC NEEDS: THE MORE COMPLEX THE SOCIETY, THE GREATER THE VARIETY IN TYPES OF WORK NECESSARY, AND THE MORE MEMBERS ARE INTERDEPENDENT.	Work School Continuous progress SETTING *Their own environment* *A primitive area*	The children can list ways that people in our society are dependent on each other. They can compare and contrast this to a primitive society. The children can give reasons for the kind of learning in our society. They can compare and contrast this to another society.

J.

FRAMEWORK STATEMENT: Mankind: Man's Distinctive Characteristics

MAIN IDEA: People depend upon each other for satisfaction of basic needs. The more complex these needs, the more interdependent people become.

OBJECTIVE: *The children are able to enumerate different ways that people work. They are able to tell why people work. They are able to discuss what a person must do to get a job. They are able to list the reasons for work being a necessary part of living.*

Learning Activities and Teaching Strategies	Materials
PEOPLE WORK FOR MANY DIFFERENT REASONS What are some of the reasons people work? .money .enjoyment and interest .interdependence of society .self-worth Perhaps the best way to develop this topic is to <u>list</u> the jobs in our community that are essential to our living. PREDICT what would happen if one of these occupations were removed from our society. COMPARE our society to one where the people are self-sufficient without the interdependence we have. CONTRAST the type of learning that has to go on in our society with that that goes on in a more primitive society. After developing the need for our type of learning, then you can discuss and compare the different types of learning that you would have in a school. *Does learning through books ever stop?* Review the different ways of learning and help the children discover that learning is a continual process. NOTE TO TEACHER: *You will notice that this unit is not in the depth that the first unit was. Many of the things that were discussed can be used to develop the rest of this unit.*	*<u>Earth, Home of People</u>, picture 12, page 28 Community Helpers doing jobs in our community that are essential for the running of our community.* *Plan field trips where children can observe necessary occupations.* *Have people, preferably parents, talk about the jobs that they do.* *Books and films about community interdependence* *<u>Earth, Home of People</u>, picture 13* *<u>Earth, Home of People</u>, picture 14*